

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-family: monospace; font-size: 0.8em;"> JUN 23 AM 10:20 2014 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Tekoa Academy of Accelerated Studies STEM School	Vendor ID #	Mailing address line 1 326 Thomas Blvd.
Mailing address line 2	City Port Arthur	State TX
County- District # 123803	ESC Region # 5	US Congressional District # 14
Campus number and name		ZIP Code 77640
		DUNS # 016735891

Primary Contact

First name Paula	M.I. A	Last name Richardson	Title CEO
Telephone # 409-982-5400	Email address Prichardson@tekoacharterschool.org		FAX # 409-982-8498

Secondary Contact

First name Carol	M.I. D	Last name Duhon	Title District Financial Liaison
Telephone # 409-982-5400	Email address cduhon@tekoacharterschool.org		FAX # 409-982-5400

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and Instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Paula	M.I. A	Last name Richardson	Title CEO
Telephone # 409-982-5400	Email address prichardson@tekoacharterschool.org		FAX # 409-982-8498
Signature (blue ink preferred)			Date signed

Paula Richardson, Ph.D.

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Tekoa Academy of Accelerated Studies STEM School has determined the need for a training institute to be created, implemented, and diligently monitored through the funding of this 2014-2016 Educator Excellence Innovation Program Grant. Such an institute, Tekoa Teachers Institute (TTI), will uniformly positively impact each of our campuses K-12. The need for the institute was determined as follows: first, faculty and administrative personnel reviewed the qualitative data provided by the district teacher responsive needs assessment. Next, both faculty and administrators collectively disaggregated both formal and informal student assessments. The collaborative disaggregation of both teacher evaluation/observations data and student data pointed to the needs pathways we are pursuing through this grant in each of the following areas: professional development, collaboration, strategic compensation of faculty who facilitate quality and effective instructional practices, retention of said effective teachers, and the continuous evaluation of teaching faculty to positively inform their pedagogical practices.

The primary focus, per the afore-stated data, revealed a need to improve teacher performance and efficiency through both professional development opportunities and collaboration of teaching faculty through such frameworks as weekly integrated professional learning communities. Research has stated that one of the important components of 21st century "effective collaboration" is IPLC's (Integrated Professional Learning Communities). Our "integrated" professional learning communities will be comprised of faculty and / or outside educational professionals in the core subject areas as well as teaching professionals in CTE (Career and Technology), and STEM, as well as addressing any special needs and English Language Learners challenges. TTI will improve teacher performance, develop instructional leaders, and cultivate educational professionals within the Tekoa Academy of Accelerated Studies STEM School charter district. Through TTI the teacher will develop a fundamental affiliation with Tekoa's Vision, Mission, and an aspiration to effectively promote the qualities of culture and knowledge. According to the Law of Human Performance or of Practice (Diola Bagayoko, 2010), practice makes perfect. TTI will prepare teachers via multiple learning strands and sessions specific to the advancement and progression of the student population through a comprehensive system of training in the areas of curriculum, instruction, and professional growth. The institute, through its induction system, will promote the educational foundation of effective ethical practices and clearly defined professional performance standards. Through the institutes' recruitment and retention component, activities, events, and sessions will provide ongoing professional development toward numerous educational career pathways designed to nurture the teacher at Induction and provide opportunities for professional growth within the charter district.

Secondly, Tekoa Academy of Accelerated Studies STEM School would like to continue to enhance its support and motivation of its teachers through strategic compensation. We know that such support promotes retention of those who continuously put forth the work to improve and enrich student academic learning and performance. Per our reflective discussions with campus teachers and administrators and as a part of the learning culture of our vision and mission statements, we know that our teachers, just as our students, require both extrinsic as well as intrinsic motivators to continuously support the mental and also emotional demands of the teaching and learning environment. Through the funding of this grant we will be able to continue on a broader and more meaningful scale to facilitate the rewards, awards, and recognition of faculty who effectively exhibit instructional best practices - thereby positively impacting our student academic outcomes—because teachers who feel appreciated –facilitate better learning environments.

Finally, Tekoa Academy of Accelerated Studies STEM School will continue to focus on data derived from valid, applicable teacher evaluation / observation instruments in order to determine the necessary agendas for teacher induction, mentor / mentee teacher reflection meetings, integrated professional learning community meetings, faculty core and grade-level collaborative meetings, and retention of effective teachers — with the end in mind of overall continuous teacher instructional effectiveness, resulting in student improved learning outcomes and academic performance across all student populations no matter socio-economic status or learning ability levels.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 123803				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$123,320	\$	\$123,320	\$123,320	\$	\$123,320	
Schedule #8	Professional and Contracted Services (6200)	6200	\$57,750	\$22,000	\$79,750	\$57,750	\$24,000	\$81,750	
Schedule #9	Supplies and Materials (6300)	6300	\$27,793	\$	\$27,793	\$21,200	\$	\$21,200	
Schedule #10	Other Operating Costs (6400)	6400	\$19,137	\$	\$19,137	\$23,730	\$	\$23,730	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$	\$	\$	\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$228,000	\$22,000	\$250,000	\$226,000	\$24,000	\$250,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$250,000			\$250,000			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$25,000			\$25,000			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 123803			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director			\$	\$
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Title			\$	\$
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$	\$
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$30,520	\$30,520
20 6119	Professional staff extra-duty pay		\$63,800	\$63,800
21 6121	Support staff extra-duty pay		\$20,000	\$20,000
22 6140	Employee benefits		\$9,000	\$9,000
23 61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$123,320	\$123,320
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$123,320	\$123,320

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$ \$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Financial Services		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Administrative Cost, accounting			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$12,000	\$12,000
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$12,000	\$12,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Mentors		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: lead teacher with additional duty of peer mentoring			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 3	\$27,750	\$27,750
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$27,750	\$27,750	
3	Specify topic/purpose/service: Trainers/Professional Developers		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: train mentor and instructional coaches; deliver professional development			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 3	\$30,000	\$30,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30,000	\$30,000	
4	Specify topic/purpose/service: Project Evaluators		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: evaluate the effectiveness of the program (administrative cost)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$10,000	\$12,000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 123803		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$79,750	\$81,750
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$79,750	\$81,750

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Windows Tablet	Evaluation/Observation	7	\$4,193	\$15,393	\$8,800
	2	Apple Desktop Computer	Professional Development	4	\$4,400		
	3	Smart Board	Professional Development	1	\$6,000		
	4	Audience Response System	Professional Development	1	\$800		
	5				\$		
6399	Technology software—Not capitalized					\$2,400	\$2,400
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$17,793	\$11,200
	Remaining 6300—Supplles and materials that do not require specific approval:					\$10,000	\$10,000
Grand total:						\$27,793	\$21,200

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$14,137	\$18,730
	Specify purpose: 2 STEM Competitions 1 st year / 4 STEM competitions 2 nd year		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$5,000	\$5,000
	Specify purpose: ASCD Training, AP College Board		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$19,137	\$23,730
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$19,137	\$23,730

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	375	88.4%	Attendance rate	95.3%
Hispanic	29	6.8%	Annual dropout rate (Gr 9-12)	2.2%
White	20	4.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	71%
Asian	DNA	%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	401	94.6%	Students taking the ACT and/or SAT	55.6%
Limited English proficient (LEP)	DNA	%	Average SAT score (number value, not a percentage)	1046
Disciplinary placements	DNA	%	Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	29	87.9%	No degree	DNA	%
Hispanic	1	3%	Bachelor's degree	30	90.9%
White	3	9.1%	Master's degree	3	9.1%
Asian	DNA	%	Doctorate	DNA	%
1-5 years exp.	17	58.1%	Avg. salary, 1-5 years exp.	\$35,925	N/A
6-10 years exp.	4	12.9%	Avg. salary, 6-10 years exp.	\$40,853	N/A
11-20 years exp.	3	9.7%	Avg. salary, 11-20 years exp.	\$45,296	N/A
Over 20 years exp.	DNA	%	Avg. salary, over 20 years exp.	0	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	140	66	66	66	75	75	75	50	50	50	50	50	50	50	913
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	140	66	66	66	75	75	75	50	50	50	50	50	50	50	913

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	7	3	3	3	3	3	3	5	9	9	9	9	9	9	84
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	7	3	3	3	3	3	3	5	9	9	9	9	9	9	84

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Schedule #13—Needs Assessment

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tekoa Academy of Accelerated Studies STEM School charter district administrators observed the difference between the current achievement and the desired accomplishment of the teachers and of the student assessment data. A comprehensive needs assessment was completed. District teachers provided through a qualitative review, information which targeted the specific pedagogical needs to "provide all students and the greater learning community with maximum and diverse opportunities for success" (Tekoa Mission). The next step in the needs assessment was for the district administrators and teachers to collectively disaggregate both formal and informal student assessments data. The collaboration of the data talks and the pedagogical needs determined by the teachers provided a source for the following targeted district needs:

The district administrators and teachers determined that as priority one, there must be a uniform method of professional development among all instructional staff, including administrators. The professional development program needs to be aligned with opportunities within the school week for teachers to become efficient in their practice and to provide collaboration within professional learning communities to include, but not limited to the following session topics of pedagogy (how teachers cause learning):

- a. Innovation and instructional design
- b. Assessment development and design
- c. Pupil participation
- d. Data disaggregation and analysis

The second most important component to develop is the mentorship feature. The mentorship component will include a mentor and instructional coach for each educator to provide ongoing pedagogical development strategies and support. The teacher feedback data suggests that teachers would prefer a mentor that will provide answers to questions about their profession, shared experiences, positive reinforcement, and access to resources, guidance and advice regarding instructional strategies. The mentor culture, according to the findings should provide the teachers with a "show me, do not tell me" framework. The mentor should receive a stipend for taking on additional duties.

Thirdly, the outcome of the needs assessment suggested that a comprehensive and systematic approach to observation and evaluation is required. The results show that the current system of random, inconsequential informal observations and one formal evaluation at the end of the school year does not provide a base for teachers to identify areas of inadequate professional growth thereby limiting their opportunity for improved pedagogical performance. The analysis resulted in the need for specific and timely feedback sessions with administration and evaluators in order to establish a culture where teachers develop the qualities that one needs to attain one's professional goals.

Finally, the needs assessment demonstrated that essential factors in sustaining the program components are: the need for outlined and documented policies and procedures that will promote educator effectiveness and improved student performance; the funds to generate Tekoa Teachers Institute resources (professional development manuals: induction system, mentorship, and evaluation system); the funds to support tutors, mentors, and instructional coaches; the funds for recruitment measures, and also funds to support compensation strategies.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	We need to standardize the induction process to maximize outcomes.	The standardized induction process will address the current need for a uniformed process of induction to effectively share and monitor comprehension of district standards and expectations of classroom culture and philosophical tenets.
2.	We need to develop a plan to promote career pathways to recruit, retain, and ensure teacher excellence.	The tools developed by the program will provide effective recruitment and retention will ensure educator preparedness by providing specific educator-selected career pathways of professional growth within the Tekoa district.
3.	We need to develop a professional development plan based upon monitoring data and identified needs.	The grant will allow specific professional development activities and events that will promote the professional advancement of educators within the Tekoa district. Resources such as The Daily Five, STEM research literature, etc. will be provided by the district. Publications will be determined in advance.
4.	We need to develop a professional development calendar to include topics of best practices specific to previous observations, multiple session strands specific to identified needs, assessments and evaluation data.	The grant will allow the professional development calendar to comprise targeted best practices to address district / campus identified needs and summative observation data.
5.	We need to develop rubrics related to incentives and observation tools.	Specific Incentive awards will provide educators with remarkable milestones to provide accolades for attaining pedagogical goals.

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Schedule #14—Management Plan

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Executive Officer	Bachelor's degree and successful experience with PK-12 education; Five years of experience in managing and leading a high performing organization including strategic development, resource development, financial management, and operations
2.	Director of Human Capital Management Systems	Bachelor's degree or equivalent work experience in human resources, organizational development, business or public information; Five years successful administrative experience or an equivalent amount of human resource management experience and in the private sector
3.	Curriculum and Instruction Coordinator	Bachelor's degree or equivalent work experience in curriculum; Three to five years of teaching experience; ability to coordinate and supervise academic programs for teachers
4.	Testing Coordinator	Bachelor's degree or equivalent experience; Experience with testing programs that meet federal and state regulations
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective	Milestone	Begin Activity	End Activity
Develop and sustain an Induction System	1. Selection and training of three mentors	06/02/2014	07/31/2014
	2. Develop and promote the five career pathways	04/01/2014	08/31/2016
	3. Assign three mentors to the program teachers	08/18/2014	08/31/2016
	4. Assign program teachers to their respective IPLC's	08/18/2014	08/31/2016
	5. Implement award and incentive program	08/18/2014	08/31/2016
Develop a uniform observation and evaluation system	1. Create educator /student evaluation tool	04/01/2014	07/31/2014
	2. Establish and make policy obs. /eval. procedures	04/01/2014	05/30/2014
	3. Create calendar for obs. /eval. report submission	04/01/2014	05/30/2014
	4. Create personal development plan template	04/01/2014	07/30/2014
	5. Evaluate effectiveness of system	04/01/2014	08/31/2016
Develop the professional development program	1. Calendar of professional development sessions	06/02/2014	07/31/2014
	2. Evidence of improved lesson planning	04/01/2014	06/03/2016
	3. Evidence of improved test scores	04/01/2014	06/03/2016
	4. Increased learning expeditions	04/01/2014	06/03/2016
	5. Develop skills assessment tool	04/01/2014	07/31/2014
Revise and maintain recruitment and hiring process	1. Develop specific job-related interview questions	04/01/2014	05/31/2014
	2. Create demonstration scenarios to evaluate skills	04/01/2014	05/31/2014
	3. Create an interview committee	04/01/2014	05/31/2014
	4. Revise job descriptions and qualifications	04/01/2014	04/30/2014
	5. Hold a recruitment drive	04/01/2014	08/01/2014
Develop the compensation components	1. Create rubric for employee of the month award	04/01/2014	04/30/2014
	2. Create a rubric for teacher of the year award	04/01/2014	04/30/2014
	3. Disseminate compensation program guidelines	04/01/2014	04/30/2014
	4. Develop award/incentive structure for teachers	04/01/2014	04/30/2014
	5. Develop survey to assess effectiveness of program	04/01/2014	05/31/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the management plan is the following:

Weekly lesson plans are educator submitted on Thursday, reviewed by instructional coordinator, and returned to educator on Friday for review, revision and resubmission for the upcoming week. Instructional coordinator monitors and reviews plans for TEKS (Texas Essential Knowledge and Skills) implementation and effective instructional strategy utilization. Educators are required to use additional instructional materials and resources from outside references i.e. internet and educational publications. Assessments are given biweekly of TEKS that have been taught. If 90% of the objectives are not mastered, additional teaching strategies and intervention are used for mastery. Assessment results are collected by response to intervention coordinator and intervention strategies are implemented. RTI coordinator reports the assessment results to principal for discussion and review. Once 90% mastery is attained, the remaining 10% of those students move to learning lab, during classroom and after school for tutorial. All assessment data is disaggregated for mastery. All students who have not mastered at 90% by the 3rd week, conferences are held with parents to discuss response to intervention and student progress.

Biweekly observations are for student learning, teaching quality and effectiveness and varied instructional models.

Presently there is one formal summative evaluation per year. Conferences between educator and evaluator are held after the formal summative evaluation however, this does not allow time for educator improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tekoa Academy of Accelerated Studies STEM School will coordinate efforts to maximize the effectiveness of grant funds through scheduled and frequent collaboration activities among charter district administration and instructional staff. The meta-analysis provided by administrator and teacher data offers a systematic theme that will be conveyed to create "an academy, a community of colleagues gathered together to study and advance knowledge" (Joyce et. al 8). The academy, Tekoa Teachers Institute (TTI), will remain committed to the project's success by establishing a foundational culture of all stakeholders (administrators, teachers, mentors, instructional coaches, and support staff) developing a connection to the organization whose vision and mission targets wisdom, resilience, independence and interdependence among colleagues. TTI will develop the culture to thrive in respect, rewards, pedagogical and professional guidance and support and to provide opportunities for all stakeholders to develop a personal career management system for their sustained growth and retention within the charter district.

The same evaluators will be utilized that have been previously conducting evaluations; however, there will be extensive training for all evaluators of instructional performance to address the appropriate utilization and data analysis of the observation and evaluation tools. The observation / evaluation instrument will be the only change in evaluation process. No new administrative staff will be hired with the grant funds.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Content: The relevance, utility, clarity, value, difficulty, and importance of the subject matter presented	1.	Number and type of topics addressed in ongoing professional development activities.
		2.	Number and type of topics requested through self-evaluation component.
		3.	Number of hours participants spent in professional development activities.
2.	Process: The quality of the instruction, activities, materials, and technology of the training, including the quality of the facilitator	1.	Number of first year teachers assigned a mentor.
		2.	Number of participants completing the project.
		3.	Number of participants who identify a career pathway and complete the requirements.
3.	Context: The appropriateness of the setting, facilities, and accommodations of the professional development experience	1.	Level of satisfaction with the project.
		2.	Percent of change in instructional practices
		3.	Number of participants who acquire knowledge and skills through the professional development activities.
4.	Awareness: The extent to which participants were aware of the purpose and goals of the professional development prior to the training	1.	Number of participants that were trained prior to implementation of the project.
		2.	Number of participants that rated the project as effective.
		3.	Number of participants that were informed of the progress during the project year.
5.	Impact: The indicators of Program Quality in need of improvement each year	1.	Attrition and retention rate of teachers assigned a mentor as a part of implementing the program.
		2.	Average numeric increase or decrease over prior year scores (formal evaluations)
		3.	Percent of teachers receiving compensation with increased academic performance.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design will include both formative and summative measures. Qualitative and quantitative information will be collected throughout the four year project and disseminated to project administrators quarterly to ensure that barriers are identified regarding project delivery and corrected throughout the project.

Standard feedback instruments will be collected after each session to determine the satisfaction and effectiveness of the professional development activities. Based on the Likert scale, these instruments will quantify the reaction of the participants toward the training. To collect evidence regarding changes in participants' knowledge, skill, or attitudes that can be attributed to professional development, the project will utilize multiple-choice/matching/fill-in-the-blank assessments quarterly. The knowledge, skill, or attitudes that are to be measured will be defined by the trainers prior to the event. Observation data (walk-throughs) and formal evaluation data will be collected to inform the project administrators regarding topics and activities to be addressed. Mentoring activities will also be monitored quarterly utilizing a feedback instrument to inform project administrators of the effectiveness of the activities. The evaluator will use additional methods to determine project effectiveness such as onsite observations of participants, written descriptions of implementation process by participants (reflective journals, portfolios, etc.), follow-up interviews with participants, focus groups, or self-reporting evaluations on implementation. Student-level information will be collected through quarterly benchmark assessments, six-week attendance reports, STAAR test results, and report cards.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A quantifiable analysis of the needs assessment specifically addressing the hierarchical system required in facilitating teacher substantive growth of pedagogical performance and career management provides the framework to develop the Tekoa Teachers Institute induction and mentoring module. This didactic module, through multiple and specific collaborative engagements, will develop remarkable teacher performance and efficiency, student academic advancement and program excellence.

Tekoa Teachers Institute induction system will be designed to cultivate a community of lifelong value-driven practices to support the charter district Vision; "... a national model of program excellence with an emphasis on innovative and diverse curricula, equipping students with knowledge and skills to master and enjoy future successes in the 21st century and beyond". TTI will provide a basis for constructive criticism, feedback and recognition, objectivity and support. The new teacher will be assigned a trained mentor based on content and grade level, a personality type, and educational and experiential background. Each new teacher will be oriented with the schedule of career classes specific to their position and career management sessions targeting their chosen career pathway. Upon induction, the new teacher is presented with career minded pathways that address time sensitive opportunities for professional growth within TTI. Each new teacher will be presented with opportunities to select a quantified career path that will foster and promote their pedagogical goals and objectives.

TTI will provide within the induction system embedded controls for the new teacher to evaluate every stage of induction through continuous qualitative and quantitative feedback submissions. Induction system sessions will include training for comprehension of the expectations and standards of operations, professional ethics, classroom management, mentor / mentee expectations, and setting goals and objectives for pedagogical progression. Opportunities within the system guide the mentee to charter district based pedagogical growth through the acceptance of additional duties and responsibilities after achieving remarkable performance growth. Career focused data talks are scheduled monthly for new teachers to review, revise and re-address personal pedagogical pathways.

TTI will develop a mentor program to deliver foundational practices of openness, support for oneself and one's peers, collaboration throughout the charter district and professional growth to foster student academic gains. The mentorship will provide comprehensive training to include the disaggregated data components of observation and feedback, positive reinforcement, shared experiences, best practices regarding curriculum and instruction and research based career management strategies. The mentorship will supply the new teacher with a clear and concise understanding of the unspoken rules as stated by Shirley Peddy, Ph. D.: how to dress, what to say, how to get projects approved, insider information that can make or break a career (30). The mentorship will comprise a committee of mentors whose organizational purpose is to develop new teachers.

The mentor program, according to its policy and procedure manual, will provide detailed phases that address targeted components for teacher effectiveness: Tekoa Academy of Accelerated Studies STEM School vision, mission and philosophical tenets, research based tenets of academic growth (charter district background: organizational history, organizational structure and organizational documents relevant to the program), providing step – by – step instructions about how to mentor new teachers (including details of each expected outcome), operational procedures that guide our mentor policies and guidelines for properly and appropriately documenting the interactions of the mentor / mentee.

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The requirements for mentor selection will provide a clear comprehensive set of criteria that each mentor meets for initial and continued participation in the program: to promote more effective teachers, to ensure advanced learning outcomes, and to establish a consistent practice of career oriented goal review. Collectively, these criteria will "create a safe, positive sustainable and competitive milieu that provides all students and the greater learning community with maximum and diverse opportunities for success". (Tekoa Academy of Accelerated Studies STEM School Mission). The mentor must commit to meet with the mentee for at least four (4) hours per week per month, agree to offer ongoing positively objective support and enrichment to the mentee, adhere to the mentor / mentee training program requirements, and effectively document and offer feedback to the mentee and program administrators regarding the progression of the mentee and program guidelines.

Quarterly evaluations will be completed by mentee to ensure mentor effectiveness and to maintain continuous pedagogical improvement and growth. Evaluation results will be submitted to the program director for further discussion, review, and re-assignment, if applicable.

The mentor will receive \$125.00 per hour for completing mentor duties.

Abandonment of any of the program requirements may result in termination from the program and forfeit of any and all compensation and or reward or accolade within the grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The comprehensive needs assessment data enlightened the charter district administrators to the need for an inclusive observation / evaluation system as a result; Tekoa Teachers Institute evaluation system will emerge. Our underlying program goal is student academic advancement. This goal will be attained through an effective monitoring and feedback path initiated to develop teachers. TTI evaluation system will provide clear, definable observation objectives, fair and consistent observation practices, and unbiased and operative feedback sessions. Administrators and mentors will complete a series of targeted pedagogical performance indicator training sessions to facilitate proficiency in the implementation and utilization of the observation tools.

According to the Annenberg Institute for School Reform at Brown University, certain protocols exist for observers to examine the curriculum as enacted and these protocols can be used at all levels of the observation system, from primary grades through late high school: to what extent is the activity in the classroom focused on learning (as opposed to management, discipline, etc.)?, to what extent are the daily experiences of students aligned to the expectations laid out in the district's and state's standards in specific subject-matter area (mathematics, reading, social studies, etc.)?, and what strategies do current classroom teachers have for individualizing the curriculum, given the range of learners for whom they are responsible? (2004). These outlined protocols provide a detailed collection of the pedagogical features of each observation that will be the foundation for TTI evaluation system.

TTI evaluation system will consist of a series of developmental observations each with its specific pedagogical focus. This targeted approach to observation will enable the observer to focus on a wide array of academic particulars: student performance data, effective teaching and learning, differentiated instructional strategies, guided reading, student engagement, higher-order questioning, etc. The system will provide a tool for each specific pedagogical focus and will provide areas for open ended responses for the observer. The data collected from observations will be disaggregated by the observer and analyzed by the teacher and the observer. The collaboration will provide qualitative feedback on classroom practices and student learning to inform instruction. Feedback may occur in a variety of methods: observers meet directly with the staff, face – to – face interactions between the observer and the teacher, written communication including handwritten notes, emails to individuals or groups, memos, or letters to the instructional staff, or via software generated reports. The method of feedback is contingent upon the content specific observation. To ensure appropriate and effective communication of feedback, specific parameters are provided: document the observed information, determine if patterns exist within the observed data, list questions to address during feedback session, generate suggested actions for the teacher to take toward improvement. To develop self- efficacy for the teacher, the observer will also provide positive reinforcement and recognition for appropriate observed instructional targets. Observation feedback will be provided immediately and within 24 hours of the observation.

Teacher observations will be conducted bi-weekly of every six weeks grading period. Observations will be done in a walk through fashion to observe student learning behavior, facilitation of curriculum, instructional model, and classroom environment conducive to learning. Observations will be used to facilitate professional development and to monitor the pedagogical growth in teachers. Both pre and post observation meetings will be scheduled to provide multiple opportunities for sustained professional growth. During the pre-meeting, educators will be able to ask clarifying questions on regarding observed data and the observer will provide guidance to address the teachers' inquiries. The post meeting will help teachers understand their areas of excellence and the area needing improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tekoa Teachers Institute evaluation process, previously discussed (observation component), will provide clear, definable observation objectives, fair and consistent observation practices, and unbiased and operative feedback sessions to promote teacher effectiveness. The purposeful design of the process is to develop a magnetic culture of continuously improving teachers in the areas of student academic development, professional pedagogical performance, career management, and interpersonal collaboration, the latter of which is defined as "a style for direct interaction between at least two co-equal parties voluntarily engage in shared decision making as they work toward a common goal" (Voltz et.al 93). The process will provide guidance toward school improvement goals and strategic planning, identification of specific situations in which teachers may benefit from instructional coaching and identification of additional administrative support.

To ensure program participant accountability of adherence to expected outcomes, the evaluation process includes specific instruments to collect and manage specified data: effective teaching and student performance. Administrators and mentors will complete a series of targeted pedagogical performance indicator training sessions to facilitate proficiency in the implementation and utilization of the observation / evaluation tools. The evaluation program, as outlined in the policy and procedure manual provided through the grant program supplies the evaluator and the teacher with clear concise standards and procedures for achieving expected outcomes. According to the handbook that will be developed, the evaluator will initiate the evaluation program by distributing and discussing the specific evaluation parameters within the first twenty (20) days of the school year and no later than the first forty (40) days of the school year. The administrators will host a group meeting to serve as a pre-conference meeting to inform teachers of the clear-cut factors of the upcoming classroom visit. The evaluator will observe the teachers classroom on at least two different days during the school week and will monitor the teachers' performance according to outlined expectations. The evaluator will then meet with the teacher to discuss the details of the observation and how those noted observations relate to the evaluation instrument. The evaluator and the mentor will collaborate to establish certain measures for the teacher to determine if improvement is necessary; develop strategies to promote improved performance or to recognize the observed best practices. The mentor will then meet with the teacher to discuss the findings from the evaluator and will set a timeline to achieve noteworthy goals.

The evaluator, in accordance with the evaluation manual, will observe the classroom environment for two minute intervals for twenty minutes depending upon the number of parameters of the observation. For example, if the evaluator is observing learning activities taking place, the rubric provides the specificity of the visit. The manual provides a rubric for each component of the learning environment (student engagement and teacher performance).

According to the District / Campus Education Improvement Plan, the percentage of students who are college ready will be at or above the state's percentage. Students enrolled in Pre-Advanced Placement and Advanced Placement courses will be exposed to an accelerated curriculum that immerses them in the content, and tests them at the evaluation and synthesis levels. Teachers will consistently incorporate questioning strategies at the aforementioned levels, and provide class projects that require students to apply knowledge at high cognitive levels. As a component to the evaluator system, philosophy of doctoral students from partnering universities will be implemented to enhance teacher quality and to ensure student preparedness for college and career readiness standards. These doctoral students will provide content rich

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support that will promote innovation from new teachers by establishing the connectivity from K-12 to higher education curricular requirements. This voluntary collaboration will encourage participants to share resources and information and to establish professional networking skills necessary to remain current with the 21st century content based needs to sustain multiple learning strands for the advancement and progression of the student population.

The mentor and teacher will keep a record of program communication to include all components designed to enhance teacher quality (observation / evaluation data, collaborations among program participants, etc.) on the templates provided with the program manual.

The evaluation process, as provided in the evaluation manual, includes performance criteria expectations and the range of ratings that teachers will receive from the evaluator during formal evaluations i.e. *exemplary* — observations indicate an overall level of performance which is outstanding; teacher presents the learning environment culture that is conducive to academic advancement, *superior* — observations indicate an overall level of performance exceeding average performance; teacher exhibits potential and desire to strengthen level of performance, *excellent* - observations indicate a generally acceptable, average level of performance, and *intervention required* - observations indicate an overall level of performance which is unacceptable, identified major weakness or weaknesses have not been corrected by the teacher.

After the final formal evaluation, the district will determine which teachers meet the criteria for retention, additional performance practices, or awards and accolades.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Regular collaboration opportunities will be achieved within each school week by releasing the teacher's early one day per week (Wednesday). Tutors shall be in place to work as interventionists with students in their subject area when classroom teachers are in collaborative session.

Teachers will meet for at least two hours on the early release days: one hour of peer collaboration and one hour of data analysis collaboration. During that time period teachers will collaborate with Master Teachers, Instructional Coaches, and Mentors to analyze and disaggregate assessment data and formulate strategies for teacher success through student performance.

Teachers will be exposed to specific content material from outside facilitators. Activities geared towards building character and skills shall be introduced to teachers as a motivational tool. Teachers shall also receive positive encouraging feedback. Teachers will share opportunities through academic motivational / higher educational sessions utilizing district university partners.

For educators that are not present at the collaboration location, video conferencing and webinars shall be utilized to provide every opportunity for the teachers to participate in collaboration efforts that will enhance teacher performance which will lead to increased student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tekoa Teachers Institute professional development program will promote a magnetic culture of teachers whose ultimate goal is life-long learning and continued pedagogical growth for the students and the entire community. The program will create a constructive culture of endlessly improving performance with abundant opportunities of feedback and recognition. The professional development program will include activities and opportunities within the school week that directly relate to observation and formal evaluation results as well as formal and informal student assessment data. Research shows that the key to student success is the incorporation of multiple intelligence strategies, cooperative learning activities, tiered lessons and activities, and visual representations of content information. The program will include teacher centered sessions to include current pedagogical research based topics and best practices according to the framework as follows:

1. Professional development will occur through multi – session strands of collaborative meetings of each campus Professional Learning Communities (PLC) and are based upon assessment data, campus wide identified instructional needs, research - based best practices and educator request. Each PLC includes the classroom educators and support staff i.e. interventionists. The session strands are specific to each campus.
2. Teacher Professional Learning Communities meetings will occur weekly on Wednesday from 2:30 – 4:30 pm
3. Classroom teachers will be dismissed at 2:30 pm every Wednesday.
4. Teachers will collaborate for one hour of PLC data analysis and discussion and another hour of professional development. The frequency of the meetings and focus is as follows:
 - a. one hour will be based on observation data (weekly)
 - b. one hour will consist of mentoring activities (monthly)
 - c. once a month the professional development will consist of subject / grade level meetings
5. Topics for the professional development hour will rotate to include district approved best practice reviews and professional book reviews i.e. The Daily Five, STEM research literature, etc. Publications will be determined in advance
6. Additional professional development may be delivered via webinars and videoconferencing already utilized by the district

The professional development sessions begin after induction and hire (prior to the beginning of school). Teachers will experience a 3-4 week long program of differentiated learning in the areas of: Tekoa's Vision and Mission, standards and expectations, educator effectiveness, curriculum, instruction and professional growth. Professional development sessions additionally, will be guided by the identified district and campus instructional needs, by assessment and monitoring data and by the district selected best practices.

Professional development sessions will provide the teacher with the information that supports educator excellence through the understanding of what needs to be taught (instructional targets), the methods by which information is taught (instructional objectives) and the process of the information being effectuated. Sessions will address the templates that evaluators will use for instructional data collection and the templates that guide pedagogical practices. Professional development would be driven by data from teacher evaluations / observations as well as student growth per benchmark and formal assessments. Professional development will include overall curriculum and instruction needs, content-specific best practices, pedagogy and the facilitation of a uniform quality teaching culture throughout our district and campuses. Data aggregation would also be a component of some of the professional learning community meetings – encompassing both overall

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district / campus needs and grade-level, content specific information. These meetings would be facilitated through campus administrators, mentors / lead teachers, and instructional coaches. Other collaborative activities will include teachers' mentors conducting reflective meetings between themselves and their respective mentees to enhance the induction of new teachers and those teachers who may be veterans, but who still may require improvement in specifically observed areas of instruction, classroom organization, time management, or managing student behaviors.

Tekoa Teachers Institute evaluation system: consists of observation and evaluation templates, assessment data analysis templates, lesson planning for short –term and long – term, including all templates necessary to facilitate effective teacher preparation. The templates that teachers will utilize are:

- Evaluation system: includes both observation and summative evaluation template
- Assessment of Objectives: collects assessment information according to the assessed objectives. Provides a summative view of objective mastery to guide instruction
- Data Analysis Process (Long Term Planning for Assessments): provides an explanation and overview of planning to generate assessment based instruction
- Lesson plan template: the district selected format for lesson plans
- Textbook issue form, etc.

Professional development will provide the teacher with information that will guide pedagogical adjustments to the instructional delivery and content mastery of the learner (student). The professional development program will develop a self-assessing culture through the inclusion of evaluation surveys at the completion of each session. The surveys will encourage the teacher to analyze each session and classify the information as having attributes that will be flawlessly integrated in pedagogical practices, viewed as useful or more guidance is required. The surveys will also provide open ended feedback areas to encourage the development of teacher career management that may lead to teachers in other roles such as train – the - trainer sessions or lead teacher capacity.

The professional development program includes guest lecture series and collaboration from charter district university partners from Lamar University, Rice University, Prairie View A & M University, Medger Evers College, and Texas Southern University. The partners offer insight regarding the instructional needs in preparation of our students toward higher education. The partners will collaborate with educators to complete academic projects such as those with specific GLOBE protocols (Global Learning and Observations to Benefit the Environment), water conservation, robotics and engineering, and those specific to environmental resources and preservation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The strategic compensation plan will be based on responsibilities that are closely aligned to improving students' performance and educator's pedagogical growth. Classroom observations will be used to provide such information in seven key areas of pedagogy: student activity in the curriculum and participation in lessons or projects, classroom instruction and facilitation of student centered instruction, educator management of classroom and instructional facilitation, educator exhibiting professional communication skills, educator demonstration of a willingness and desire for continued learning and skill development, educator continually seeking understanding and compliance with policies and operating procedures and educator continually seeking ways to improve academics of the entire school. These key areas of pedagogy provide the foundation for the compensation plan.

The compensation plan will be based on the observation / evaluation system, the observation and evaluation tool that communicates the seven key areas of pedagogy to the educator. The educator performance will be scored through the program and compensation is awarded according to the criterion referenced rubric. Compensation will also be provided for mentors.

In order to promote the improvement of pedagogical processes, observations will occur ongoing and frequent whereas evaluations will be completed twice a year, at the beginning and end of the school year. Based on frequent observations, educators will be provided specific pedagogical items to address and improve in accordance with established timelines. The educators' continued progression provides a pathway to attain compensation for improved student performance and pedagogical growth.

In addition to the evaluation referenced rubric, educators, will be able to qualify for awards and accolades throughout the year such as teacher of the month. The criterion for achieving the teacher of the month award is:

- Attendance to work and other school related events
- Learning expeditions implementation
- Timely Document submission
 - Lesson plans and syllabus submission
 - Test data analysis
 - Grade / attendance reporting
- Report submission: on time and accurate
 - Response To Intervention data submission
 - Assessment data submission
 - A uniform classroom culture that is clean, organized and attractive

Additionally, educators will be provided compensation through the receipt of appropriately sufficient instructional resources i.e. additional classroom resources such as virtual learning resources, consumables, and instructional resources such as science resources and materials, and technology resources.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To ensure effective measures of recruitment and hiring, the program will include early hiring practices, determination of quality candidates, sufficient background of the candidate, and relevant experience of each candidate. Administrators will attend job fairs to solicit prospective candidates and will disseminate details of the district: vision and mission, Tekoa background information, compensation awards, benefit package, and current positions available along with position descriptions. Prospective candidates will receive a small token such as a Tekoa pen, pencil, lanyard, etc.

Recruitment

The recruitment is a continuous cycle that maintains the integrity of the district by establishing a marketing strategy that implements research based practices such as to utilize job boards, billboards, and radio, newspaper and TV commercials. Texas Charter School Association (School Spring) and Texas Teachers Alternative Certification program will be implemented as a marketing and applicant search engine.

Early Hiring Process

In order to ensure appropriate and effective educator placement within specific positions of the TTI (Tekoa Teacher Institute), preliminary assessments of academic content area proficiency will be implemented. A series of specific interview questions, developed prior to each interview, must be incorporated within the hiring phase of employment. A committee of administrators and at least three content area educators will review candidates for prospective hire by implementing the approved specific series of interview questions and proficiency assessment result review. The hiring process is below:

1. Candidates complete a content specific pre- assessment. Assessment is scored by interview committee. The committee to interview is comprised of administrators and at least three educators.
2. If candidate scores within the district set range, the interview committee begins the interview implementing the content area, grade level specific interview questions. Responses are recorded by committee members for collaboration. If candidate does not meet the required range, the candidate is dismissed.
3. If the committee collaborates to determine that the candidate is a 'fit' for Tekoa, the candidate has an opportunity to discuss options within the district.
4. Once the placement is established, the candidate is asked to present a 'teaching' moment whereby the committee may require a sample or video sample demonstrating content area proficiency.

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TTI will provide training programs that enable educators opportunities to professionally advance within the organization. The program design will encourage and recognize in teaching, clarify teaching expectations and standards, promote teacher growth and retention, and improve student academic achievement. Key elements of the career pathways will define the career pathways program qualifications. Those elements will be education, knowledge, skills, communication, dependability, technical proficiency.

Teachers will apply to move to a different level, with a letter of intent.

Strategic career pathways available to teachers will be:

1. Master teachers
2. Instructional coaches
3. Mentor teachers
4. Trainer of trainers

Each career pathway will have its own objectives and progress outline that will determine the educator's eligibility and longevity on their chosen pathway.

Mentors must have the capability to teach critical subject area content. Providing support to the teachers for course content development is essential. Mentors must possess the skills to demonstrate good teaching practices while being good communicators and professional role models. Mentors must provide timely and constructive feedback on mentee's performance.

The instructional coach must conduct research and make teaching resources available to all teachers. IC's must have the ability to model lessons, expand knowledge, and introduce new strategies and practices. The IC's must be able to facilitate data talks which will help identify teacher and student needs based upon that data. IC's must be capable to constructively observe and evaluate teacher performance relaying outcomes.

Tekoa Teachers Institute will support the teacher's attendance of workshops, seminars, and conferences related to the enhancement of professional knowledge of the teacher. TTI will support the teachers to completion of forty (40) clock hours of undergraduate courses or coursework related to the Master Teacher certification process as outlined by the Texas Education Agency. Through TTI, teachers will be able to provide the professional development of curriculum or continuing professional education (CPE) training and will allow teachers to facilitate a CPE. Professional guidance as a mentor educator or other teacher-option pathways can be satisfied through the TTI program to assist with the certification process of teachers.

The trainer of trainers must be able to be a good communicator and provide instructional strategies in critical subject areas. Trainers must possess the ability to demonstrate good teaching practices and provide support for course development. Trainers have to be able to identify teachers needs based on data. Trainers must also provide constructive feedback on the performance of the trainee.

Continuing education for educators to achieve their Masters and Ph.D. will be encouraged and supported.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical success factors were examined to determine the need for improved academic performance and teacher quality, increased data analysis to drive instruction, leadership effectiveness, learning time for teachers and students, parent / community involvement and improved school climate are elements that must be sustained in order to fulfill the mission of Tekoa Academy of Accelerated Studies STEM School. In keeping with the charter District /Campus Educational Improvement Plan, all stakeholders (administrators, instructional staff, community members and higher education cohorts), understand the following key strategies to highlight the major components that must be fully developed In order to accomplish the six desired outcomes (listed above): the development of an in-depth training program, Tekoa Teachers Institute. The charter district has implemented portions of the program; however, the needs provided by results indicate a lack of effective implementation of program desired outcomes.

The charter district is unable to provide a comprehensive induction system that promotes the retention of educators nor is the district able to provide a systematic approach to professional development, sustained pedagogical growth, or mentorship without the grant funds.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tekoa Teachers Institute, in April 2014, will begin the development and implementation of specific program components: professional development plan, observation / evaluation plan, compensation package, and recruitment and retention plan. TTI will establish: a comprehensive professional development plan to set specific guidelines, activities, and events for delivering and measuring student academic advancement and teacher pedagogical performance sessions and focuses of IPLC's, to promote professional innovation of teachers; professional evaluation tool for use by administrators, mentors, and students to determine the agenda for teacher induction sessions, mentor/mentee reflection meetings, collaboration meetings, and retention of effective educators. Observation and evaluation procedures will be developed to regulate the frequency and effectiveness of observations and evaluations; an evaluation tool will rate professional development sessions and facilitators effectiveness. Charter district approved rubrics will determine the criteria for teachers' qualification to receive accolades such as Employee of the Month and Teacher of the Year. Recruitment and retention plan will set a standard for attracting and retaining ideal candidates; mentor training of mentors in preparation of mentor duties; identify the rubric for teachers that will qualify for the accolades and awards of Perfect Attendance, Teacher of the Year, Most Improved Teacher, Most Innovative Teacher, and Outstanding Mentor for acknowledgement during the staff awards banquet.

In June 2014 the induction system will be developed to sustain a system for teacher comprehension of the expectations and standards of operations, professional ethics, classroom management, mentor / mentee expectations, and setting goals and objectives for pedagogical progression.

All documents needed for professional development activities scheduled for the initial career management sessions will be developed and revised during July 2014. In August 2014, the professional development sessions will begin to establish the standards and expectations set forth in the induction system guidelines.

Early release day for professional development and collaboration activities will be implemented in September 2014. The focus of the early release days will be mentoring, subject and grade level collaborations, observation / evaluation summation reviews, professional book club reviews and assessment data disaggregation. Observations will be conducted bi-weekly throughout the school year for all staff participating in the Tekoa Teachers Institute.

Beginning October 2014 teacher evaluations will be conducted twice a school year (once during the fall and once during the spring) and will include observation based data talks, mentor input, and evaluator findings. The first award for Teacher of the Month will be identified and thereafter for the remainder of the school year and program. Teachers are eligible for the Teacher of the Month award as often as they may qualify according to the approved criteria.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The charter district administrators and instructional support staff support the decision to apply for the grant through determinations of the resultant data of the needs assessment which provided specificity of the qualitative and quantitative from the year end data and the disaggregation of student assessment data. The decision to apply to the program was unanimous. The charter district administrators and instructional / support staff will establish and maintain effective and continuous communication among all project stakeholders, including district / campus personnel, instructional leadership (mentors and instructional coaches), and professional support staff.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant program will be district-wide; all campuses will participate in the grant program.

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